DOCUMENT RESUME

ED 244 772 RC 014 791

AUTHOR Murphy, H. Joseph
TITLE Educational Goal-Setting in a Native-Canadian Community.
PUB DATE Apr 84
NOTE 21p.; Paper presented at the Annual American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS American Indian Culture; *American Indian Education; Canada Natives; Community Surveys; Curriculum; *Educational Objectives; Educational Planning; Foreign Countries; *Parent Attitudes; Questionnaires; *School District Autonomy; *School Effectiveness; Self Determination
IDENTIFIERS Canada; *Eskasoni Indian Reserve NS; Micmac (Tribe); Satisfaction

ABSTRACT

A revitalization of Canadian Indian culture occurred as a result of the 1967 Hawthorn Report, which advocated the integration of Canada natives into white society. On the Eskasoni Indian Reserve, home of 1700 Micma Indians in Nova Scotia, the revitalization was shown in the results of two questionnaires about local education. On the first questionnaire, 141 heads of household indicated the importance of 23 educational goals to the Eskasoni School, serving 620 students in grades K-9. Most important were the desire to learn, English, tolerance, citizenship, and Micmac language arts. Least important were Canadian studies, science, and French. On the second questionnaire, 138 heads of household indicated their satisfaction with the Eskasoni School. Although many were uninformed about Eskasoni education, others expressed satisfaction with existing mathematics, English, science, home economics, and social studies programs, but not with courses in drama, or Micmac culture and language arts. Respondents were also satisfied with the staff and with their cihildren's liking of school, but not with available classrooms, parent consultations, or their say in decision making. Factors with which respondents were dissatisfied should be dealt with promptly and all results should be verifed or validated. Appendices contain new data and copies of the questionnaires. (SB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED244772

EDUCATIONAL GOAL-SETTING IN A NATIVE-CANADIAN COMMUNITY

H. Joseph Murphy, Ed.D.
Dalhousie University
Halifax, Nova Scotia

Paper presented at the Annual Meeting
of the American Educational Research Association

New Orleans, LA., 1984

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

H Joseph Murphy

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

RC 014791

EDUCATIONAL GOAL-SETTING IN A NATIVE-CANADIAN COMMUNITY

In Canada, earliest efforts at providing education for Indian youth were conducted in integrated schools, in a blatant attempt to assimilate the Indian children to a European way of life. Although a few Indians prospered under this system, the overwhelming majority did not. In 1850, the Lieutenant-Governor of Upper Canada (present-day Ontario), Sir Francis Bond Head, seeing that the white communities were so prejudicial to any gains by the Indians, counselled against integration (MacLean, 1973); and, for the next one hundred years, the education of Indian youth was segregated and protective. An elaborate system of day and residential schools, often operated by churches, was developed between 1850 and 1950 for the education of young Indians in all parts of the country.

In 1950, the federal government, through the Department of Indian Affairs and Northern Development (D.I.A.N.D.), assumed control of all residential and day schools; and provincial courses of study were introduced into the Indian schools in an attempt again at integrating Indians into white society. This position was recommended in a federal government analysis of the political, economic, and educational problems and policies issues in 1967 (The Hawthorn Report). Integration policy was based on three premises:

1. Decentralization (from Ottawa) would increase efficiency of administration and allow more Indian participation in education once it is at the provincial and local levels.

2. Provincial governments can offer better and a wider range of educational programs -- especially in higher education, technical training, and professional training.
3. Integration would lead to social and economic assimilation. (An important by-product because the Indian population was increasing by 3% annually and many would or should leave the reserves.)

The Department of Indian Affairs and Northern Development issued a White Paper in 1969 which accepted the recommendation of The Hawthorn Report and extended transfer of all educational services to the provinces with no special status for Indians. In announcing the White Paper, the then Minister asserted, "To be an Indian must be to be Free -- Free to Develop Indian Cultures in an Environment of Legal, Social and Economic Equality with Other Canadians". (Globe & Mail, 1969.) Yuzdepski (1983) chronicled the four major responses to the White Paper:

1. A strong repudiation by Indian leaders in Ottawa two days after the White Paper was announced in June, 1969;
2. Harold Cardinal's **Unjust Society**, An Indian Manifesto on Special Rights for Indian People, published in December, 1969;
3. **Citizen's Plus/The Red Paper**, the Official Response by Alberta Chiefs to Prime Minister Trudeau in June, 1970; and
4. **Indian Control of Indian Education**, by the National Indian Brotherhood, Which Reclaimed Parents' Rights to Directly Influence their Children's Education, in the Spring of 1971.

Collectively, these responses argued that the current joint federal-provincial agreements were unacceptable to Indians, that education is a treaty right, not a privilege, and therefore must be provided by Ottawa for all time, and that money for schooling must go directly to tribal councils who would either operate the schools themselves or contract for the Provision of Educational Services (Yuzdepski, 1983). The responses also represented a revitalization of Indian cultures and a positive self-identification with Indian values on the part of many native people.

In 1973, the Department of Indian and Northern Affairs and the National Indian Brotherhood accepted the principles underlying the Red Paper -- (1) Parental responsibility for education, and (2) local control. This paper deals with the efforts of one native-Canadian community in establishing educational goals and priorities in the first phase of implementing "local control".

METHOD

Subjects

Eskasoni is a Micmac Indian Reserve located in rural Cape Breton County of Nova Scotia in Eastern Canada. The population of approximately 1700 consists primarily of oyster fisherman, forestry workers, hunter-trappers, labourers, and their families. Not unlike many reserves in eastern Canada, underemployment and unemployment are serious, perennial problems. The school at Eskasoni is a K-9 school with approximately 620 students and 46 professional staff. The

school principal and most of the teachers are non-natives who live off the reserve. Approximately one-third of all heads-of-households (N = 155) were the subjects in this study.

Instruments

The survey instruments, **Educational Goals for Eskasoni**, and **Satisfaction With Eskasoni School** were developed for the study (see Appendix A and B). The **Goals** survey contained a list of 23 potential goals of education to which subjects were to indicate on a three-point scale how much importance each should have for Eskasoni School. The **Satisfaction** scale contained 14 curricular and 19 general education items and respondents were asked to indicate their satisfaction with each of the 33 items. Both instruments were developed by the researcher in cooperation with the school board representatives.

Procedure

Many writers (Lafromboise & Plake, 1983; Maynard, 1974; and Trimble, 1976) have emphasized the importance of involving Indians in their own research. Accordingly, in the conduct of this study, local interviewers were trained by the School Board Committee and these individuals administered both instruments to approximately one-third of the heads-of-households in the community. One hundred and forty-one **Goals** and 139 **Satisfaction** surveys were returned for analysis.

Treatment of the Data

Responses to the **Goals** survey were weighed 1 (very high importance), 2 (average importance), and 3 (little importance). Mean scores were determined for each item and these means were ranked so that a rank of "1" represented the most important and a rank of "23" the least important educational goal. Responses to the **Satisfaction** survey were similarly treated, with curriculum and general items ranked separately.

RESULTS

Goals

Twenty of the 23 goals were rated "very high importance" by at least one-half the respondents. Further, only one goal -- concerning French language learning -- was rated "little importance" by as many as 15% of those completing the survey. This suggests that all of the goals are important to most people; however, the relative importance of the goals needs to be considered and are presented in the Table of Rankings below (see Table

TABLE 1

RANKINGS OF THE IMPORTANCE OF EDUCATIONAL GOALS

Top Third		Middle Third		Bottom Third	
1.	Desire to Learn	9.	Family Life	16.	World of Work
2.	English	10.	Eskasoni Resources	17.	Practical Skills
3.	Tolerance	11.	Work-entry Skills	18.	Civic Responsibilities
4.	Citizenship	12.	Values	19.	Consumerism
5.	Micmac Language Arts	13.	Math Skills	20.	Resources
6.	Conference	14.	Religion	21.	Canadian Studies
7.	Problem-Solving	15.	Phys. Ed.	22.	Science
				23.	French

Satisfaction

It is important to note that a sizeable number of Eskasoni residents were not prepared to answer either yes or no when asked about their satisfaction with various educational topics (see Appendix C and D). For example, approximately one-third had no opinion concerning the availability of classroom space for evening use. This suggests that there are large numbers within the community who are not sufficiently informed about their school to be able to express whether or not they are satisfied with it.

The rankings of the community's satisfaction with the fourteen curriculum areas are presented in Table 2.

TABLE 2

RANKINGS OF THE COMMUNITY'S SATISFACTION WITH THE CURRICULUM AREAS

Top Third		Middle Third		Bottom Third	
1.	Mathematics	6.	Phys. Ed.	10.	Art
2.	English	7.	Industrial Arts	11.	French
3.	Science	8.	Health	12.	Micmac Culture
4.	Home Economics	9.	Music	13.	Micmac Language Arts
5.	Social Studies			14.	Drama

In a similar way, rankings of the community's satisfaction with the nineteen general areas as are reported in Table 3.

TABLE 3

RANKINGS OF THE COMMUNITY'S SATISFACTION WITH THE GENERAL EDUCATIONAL AREAS

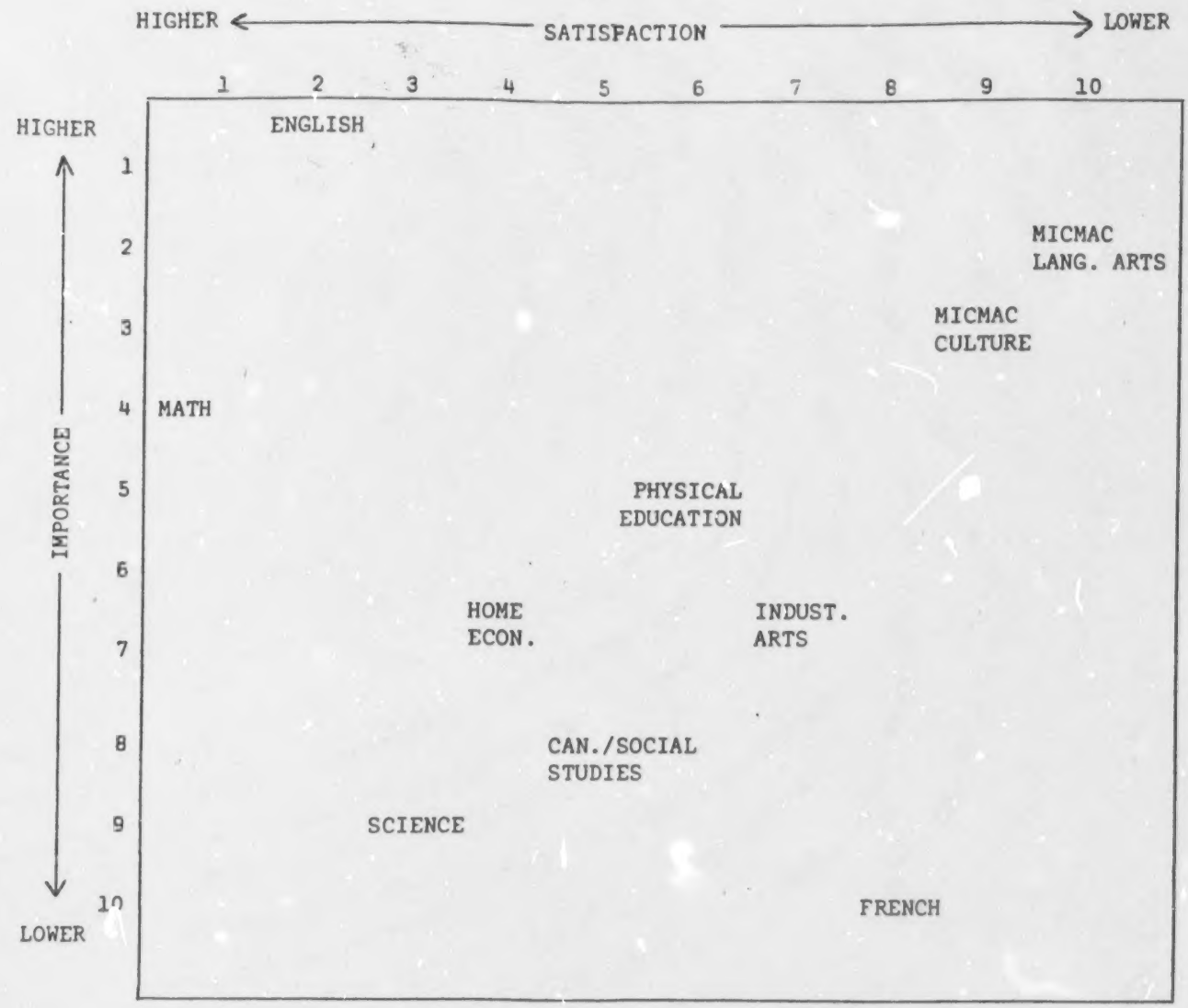
Top Third		Middle Third		Bottom Third	
1.	Non-teaching Staff	7.	Reporting Procedures	14.	Discipline
2.	Form P.T.A.	8.	Director	15.	Guidance
3.	Kids Like School	9.	Cleanliness	16.	Available Gym
4.	Teachers	10.	Extracurricular Programs	17.	Available Classrooms
5.	Generally O.K.	11.	Attendance Policy	18.	Say in Decisions
6.	Welcome at School	12.	Principal	19.	Parent Consultation
		13.	School Board		

Satisfaction by Goals

Ten of the curriculum areas included in the satisfaction scale were also contained in the goals survey. A comparison of their rankings on the two scales is illustrated in Figure 1. Items toward the top of this figure are more important and those toward the left side are higher in terms of satisfaction.

FIGURE 1

Figure 1 Community rankings of selected curriculum areas on both SATISFACTION and IMPORTANCE scales.



BEST COPY AVAILABLE

Discussion

In general, the Eskasoni community indicated satisfaction with their school, the teachers, and the non-teaching staff. They have expressed concerns about portions of the curriculum (particularly Micmac Language Arts, Micmac Culture and French) and about certain non-curricular areas (e.g., parent consultation, decision-making, and P.T.A.) primarily concerned with communication between the school and the community. This concern is further emphasized by the large numbers who could answer neither yes nor no to items on the satisfaction scale.

As might have been anticipated, the Eskasoni community rated Micmac Language Arts and Micmac Culture as two areas that are ranked high in importance but toward the bottom end of the satisfaction scale. If this is truly the case, the school board would appear to have a relatively strong mandate to improve offerings in these two areas. But at what expense? It would be tempting to suggest that science or French, for example, should receive less emphasis at Eskasoni; science, because it is judged low in importance and perceived to be relatively well done, or French because it is lowest in importance and no one would really miss it if it were to receive less attention. Unfortunately, such suggestions are not warranted from these data alone.

Expressions of satisfaction with various curricular and general topics concerning school require knowledge about these topics. Not everyone in the community has the same amount of this knowledge; therefore, some answered with more confidence and certainty than others. It is possible to verify or validate the results of the satisfaction scale by examining school records of student achievement, for example, and this is an essential next-step from this study. Statements of importance are probably not verifiable in this way as

they truly represent value positions of the community members. Only when satisfaction item responses have been subjected to a verification procedure may curriculum changes be implemented.

Non-curricular items ranked low by the community call for prompt attention by the school board. Home and school communication and involvement by the community in the educational decisions that affect their children are issues that require immediate, direct action. The study itself represents an effort in that direction; more formal regularized procedures must be considered.

This study represents a small first-step by one native-Canadian community to gain local control of their children's education. The process served to heighten awareness within the Eskasoni community concerning the present status and future directions of the schooling of their children. The results provided the school board with important information from their community concerning directions to be taken in their efforts to create a school that would better meet the needs of native-Canadian youth. Much remains to be done before a totally satisfactory educational system is in place; this has been one small step for Eskasoni in the direction of 'local control'.

REFERENCES

Canada: Indian Affairs and Northern Development, (1969). Statement of the Government of Canada on Indian Policy, Ottawa: Indian Affairs and Northern Development.

Canada: Indian Affairs and Northern Development, (1982). Indian Education Paper, Phase I, Ottawa: Indian Affairs and Northern Development.

Cardinal, Harold (1969). The Unjust Society, Edmonton: Hurtig.

Hawthorn, H.B. (1967). A Survey of the Contemporary Indians of Canada, Ottawa: Queen's Printer.

Indian Chiefs of Alberta, (1970). Citizen's Plus (The Red Paper), Edmonton: Indian Association of Alberta.

Lafromboise, T.D. & Plake, B.S. (1983). "Toward Meeting the Research Needs of American Indians", Harvard Educational Review, 50(1), 45-51.

MacLean, Hope (1973). A Review of Indian Education in North America, Toronto: Ontario Teachers' Federation.

Maynard, E. (1974). "The Growing Negative Image of the Anthropologist Among American Indians", Human Organization, 33, 402-403.

National Indian Brotherhood, (1972). Indian Control of Indian Education, a policy paper presented to the Minister of Indian Affairs and Northern Development, Ottawa: N.I.B.

Trimble, J.E. (1977). "The Sojourner in the American Indian Community: Methodological Issues and Concerns", Journal of Social Issues, 33, 159-174.

Yuzdepski, Tris (1983). "Indian Control of Indian Education", Canadian Journal of Native Education, 11(1), 37-43.

APPENDIX A

EDUCATIONAL GOALS FOR ESKASONI

This list contains educational goals which are being considered for the Eskasoni School. Please show how much importance each goal <u>should</u> have by circling the number which tells your opinion.

1 = Very High Importance

2 = Average Importance

3 = Little Importance

GOALS	Very High Importance	Average Importance	Little Importance
1. Understand and practice the skills of family living.	1	2	3
2. Learn to be a responsible citizen.	1	2	3
3. Develop an understanding and appreciation of science.	1	2	3
4. Develop a set of values and ideals.	1	2	3
5. Understand and appreciate the necessity of wise use of renewable and non-renewable resources.	1	2	3
6. Develop mathematical skills.	1	2	3
7. Learn to be a responsible consumer.	1	2	3
8. Develop an understanding of civic responsibilities and freedom.	1	2	3
9. Learn to respect and to get along with people of varying life styles and beliefs.	1	2	3
10. Develop a desire for learning now and in the future.	1	2	3
11. Develop reading, writing, listening and speaking in Micmac.	1	2	3
12. Develop an appreciation of art, crafts, music, dance and theatre.	1	2	3
13. Appreciate the role of religion in life.	1	2	3
14. Develop the physical skills necessary for good health and fitness.	1	2	3
15. Develop thinking skills and learn to solve problems.	1	2	3
16. Develop reading, writing, listening and speaking in French.	1	2	3

		Very High Importance	Average Importance	Little Importance
17.	Learn about ourselves through Micmac Studies	1	2	3
18.	Develop skills to enter a field of work.	1	2	3
19.	Develop reading, writing, listening and speaking in English.	1	2	3
20.	Develop skills in cooking, sewing, woodworking, metal-working and other practical skills.	1	2	3
21.	Learn about ourselves through Canadian Studies.	1	2	3
22.	Learn about the world of work.	1	2	3
23.	Develop a sense of personal worth and confidence.	1	2	3
24.	Learn about resources available in the community of Eskasoni.	1	2	3

Additional comments:

APPENDIX B

SATISFACTION WITH ESKASONI SCHOOL

This list asks for your feelings and opinions about Eskasoni School. Please check one answer for each question.

	Yes	No	Cannot Decide	Do not know
1. Are you satisfied with the way the children are learning:				
a) English language	( )	( )	( )	( )
b) Micmac language	( )	( )	( )	( )
c) French language	( )	( )	( )	( )
d) Mathematics	( )	( )	( )	( )
e) Science	( )	( )	( )	( )
f) Social Studies	( )	( )	( )	( )
g) Physical Education	( )	( )	( )	( )
h) Micmac Culture	( )	( )	( )	( )
i) Music	( )	( )	( )	( )
j) Art	( )	( )	( )	( )
k) Drama	( )	( )	( )	( )
l) Health	( )	( )	( )	( )
m) Home Economics	( )	( )	( )	( )
n) Irdustrial Arts	( )	( )	( )	( )
2. Do you feel that student discipline is being handled well at the school?	( )	( )	( )	( )
3. Do you feel children like going to Eskasoni School?	( )	( )	( )	( )
4. Are you satisfied with:				
a) the Teachers	( )	( )	( )	( )
b) the Principal	( )	( )	( )	( )
c) the Director of Education	( )	( )	( )	( )
d) the School Board	( )	( )	( )	( )
5. Do you feel welcome at the school?	( )	( )	( )	( )
6. Do you feel you have a say in school decisions?	( )	( )	( )	( )
7. Are you happy with the way you are informed about your children's progress in school?	( )	( )	( )	( )
8. Are you satisfied with the guidance and counseling services at the school?	( )	( )	( )	( )
9. Are you satisfied with the extracurricular programs offered at the school (sports, school plays, concerts, clubs, etc.)?	( )	( )	( )	( )

	Yes	No	Cannot Decide	Do not know
10. Are you satisfied with the way attendance is handled at the school?	( )	( )	( )	( )
11. Do you feel the non-teaching employees at the school, such as secretaries, aides and custodians, are helpful and friendly?	( )	( )	( )	( )
12. Generally, are you satisfied with Eskasoni school?	( )	( )	( )	( )
13. Do you feel that the gym is readily available to community groups in the evenings?	( )	( )	( )	( )
14. Are you satisfied with the way the school and school yard are kept clean?	( )	( )	( )	( )
15. Do you believe that there should be a parent-teacher association?	( )	( )	( )	( )
16. Do you feel that there is enough consultation with parents in school matters?	( )	( )	( )	( )
17. Do you feel that classrooms are readily available to community groups for evening meetings?	( )	( )	( )	( )
18. Do you have a child in Eskasoni School?	( ) Yes	( ) No		

Additional comments:

APPENDIX C

The Number (and percentage) of Community Members Selecting Each Option in the Educational Goals for Eskasoni Survey

GOAL	VERY HIGH IMPORTANCE	AVERAGE IMPORTANCE	LITTLE IMPORTANCE	NUMBER
1. Family Living	95 (67.9)	42 (30.0)	3 (2.1)	140
2. Responsible Citizen	103 (74.1)	32 (23.0)	4 (2.9)	139
3. Science	53 (38.4)	65 (47.1)	20 (14.5)	138
4. Values	85 (64.9)	35 (26.7)	11 (8.4)	131
5. Resources	67 (48.2)	55 (39.6)	17 (12.2)	139
6. Math Skills	87 (63.5)	38 (27.7)	12 (8.8)	137
7. Consumerism	74 (53.2)	45 (32.4)	20 (14.4)	139
8. Civic Responsibilities	74 (54.0)	48 (35.0)	15 (10.9)	137
9. Tolerance	110 (79.1)	21 (15.1)	8 (5.8)	139
10. Desire for Learning	110 (80.3)	25 (18.2)	2 (1.5)	135
11. Micmac Language Arts	101 (74.8)	28 (20.7)	6 (4.4)	135
12. Religion	87 (63.0)	36 (26.1)	15 (10.9)	138
13. Physical Education	79 (57.7)	48 (35.0)	10 (7.3)	137
14. French	39 (28.5)	41 (29.9)	57 (41.6)	137
15. Problem Solving	99 (72.3)	33 (24.1)	5 (3.6)	137
16. Micmac Studies	103 (74.1)	28 (20.1)	8 (5.8)	139
17. Work-Entry Skills	94 (67.6)	38 (27.3)	7 (5.0)	139
18. English	111 (80.4)	24 (17.4)	3 (2.2)	138
19. Practical Skills	74 (53.2)	52 (37.4)	13 (9.4)	139
20. Canadian Studies	62 (45.3)	56 (40.9)	19 (13.9)	137
21. World of Work	80 (58.0)	46 (33.3)	12 (8.7)	138
22. Confidence	103 (74.1)	29 (20.9)	7 (5.0)	139
23. Eskasoni Resources	97 (70.3)	32 (23.2)	9 (6.5)	138

APPENDIX D

The Number of Community Members Selecting Each Option in the Educational Goals for Eskasoni Survey (N=138)

	CATEGORIES	YES	NO	CAN'T DECIDE	DON'T KNOW	NO ANSWER
CURRICULUM	English Language	112	8	4	12	2
	Micmac Language	70	32	5	22	9
	French Language	70	19	13	31	5
	Math	106	6	6	18	2
	Science	95	7	9	23	4
	Social Studies	88	7	10	28	5
	Phys. Ed.	98	13	4	17	6
	Micmac Culture	73	33	4	22	6
	Health	89	18	4	22	5
	Art	82	22	11	20	3
	Drama	59	27	14	32	6
	Music	87	21	5	21	4
	Home. Ed.	91	7	6	25	9
	Industrial Arts	83	11	7	22	15
GENERAL	Discipline	71	32	4	27	4
	Kids Like School	102	9	8	18	1
	Satisfied with Teachers	101	9	10	17	1
	Satisfied with Principal	87	20	15	13	3
	Satisifed with Director	73	15	14	33	3
	Satisfied with School Board	66	24	16	28	4
	Welcome at School	91	14	7	19	7
	Any Say in Decisions	47	51	9	29	2
	Reporting Procedures	94	16	7	16	5
	Guidance Services	59	33	13	30	3
	Extracurricular Programs	99	21	2	13	3
	Attendance Handled	75	17	12	30	4
	Non-Teaching Staff	95	5	10	24	4
	Satisfied Generally	100	10	11	13	4
	Gym Available	59	37	11	30	1
	Cleanliness of Property	93	19	10	12	4
	Parent-Teacher Association	90	6	15	22	5
	Enough Parent Consultation	38	60	10	25	5
	Classrooms Available	39	33	14	50	5
	Child at School	89	49			